

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Coatham CE Primary School
Number of pupils in school	203 (incl Nursery)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23
Date this statement was published	1/9/21
Date on which it will be reviewed	1/10/22
Statement authorised by	P Maudsley
Pupil premium lead	P Maudsley
Governor / Trustee lead	L Banks

Pupil premium lead	P Maudsley Headteacher
Governor / Trustee lead	G Wheatley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,425
Recovery premium funding allocation this academic year	£9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£102,560

Part A: Pupil premium strategy plan

Statement of intent

- *What are the key principles of your strategy plan?*
- That all children in receipt of Pupil Premium will have their lives enriched through a full programme of experiences and event and will meet their academic potential through the use of small group and 1:1 teaching
- *What are your ultimate objectives for your disadvantaged pupils?*
- All disadvantaged children continue to make better than expected progress
- All disadvantaged children have access to the wider opportunities which the community had to offer and build their cultural capital
- *How does your current pupil premium strategy plan work towards achieving those objectives?*

Our plan follows the model of previous years in targeting our Pupil Premium children through; small group work, split class model, after-school 1:1 work, enrichment and experience activities. Based on internal evidence gathering over the last 5 years, and based on EEF research, these models have been the most effective in delivering enhanced outcomes for our PP children.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A large number of PP children are working within their Year Group Curriculum but not at an age expected level in Reading, Writing, Maths (post-Lockdowns)
2	A large number of our Pupil Premium children enter EYFS with vocabulary, phonics, and literacy understanding below that expected of their age
3	Our Pupil Premium children have reduced access to experiences and activities which impacts upon their cultural development
4	A proportion of our Pupil Premium children have lower self-esteem and self-belief in their abilities (increased post-Lockdowns)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The vast majority of KS1 and 2 PP children will meet their predicted end of year outcomes for progress and attainment (accelerated progress)	95% of PP children in each class will meet predicted end of year outcome at end of Summer 2
The vast majority of EYFS PP children identified with Speech and Language issues will meet all of their Speech and Language Targets and will meet their predicted end of year outcomes	100% children meet desired outcomes from SALT School-based sessions 95% of PP children will meet predicted end of year outcome at end of Summer 2
All PP Children will access the additional enrichment opportunities provided and will be able to apply learning in class and in opportunities around school.	Children will demonstrate application of learning and experiences in all relevant subject areas (Subject Leader monitoring)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff Training: Impacts of Trauma (part cost)</i>	A key element of many of our PP children's lives is experiences of early and later-trauma and trauma-induced emotions. Aspire Foundation research demonstrates that understanding and working to the needs of these children is paramount in enabling them to succeed	4
<i>Staff Training: Phonics (part cost)</i>	The majority of our PP children enter school with reduced letter and phonic knowledge and a large proportion enter	1,2

	with Speech and Language involvement. Local Speech and Language	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £92,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>0.5 Teacher: to deliver small group and inclass support to targeted individuals in classes</i>	Small group teaching targeted at specific needs and knowledge gaps is an effective method in supporting low attaining pupils, and in supporting the development of higher-attaining pupils (EEF)	1,2
<i>X1 1.0 Teaching Assistant: : to deliver small group and inclass support to targeted individuals in classes</i>	Small group support targeted at specific needs and knowledge gaps is an effective method in supporting low attaining pupils, and in supporting the development of higher-attaining pupils (EEF)	1,2
<i>X1 0.8 Teaching Assistant: : to deliver small group and inclass support to targeted individuals in classes</i>	Small group support targeted at specific needs and knowledge gaps is an effective method in supporting low attaining pupils, and in supporting the development of higher-attaining pupils (EEF)	1,2
<i>Additional after-school hours for 1:1 and small group catch-up and preteach activities focussed on individual plans delivered by class team</i>	Small group teaching targeted at specific needs and knowledge gaps is an effective method in supporting low attaining pupils, and in supporting the development of higher-attaining pupils (EEF) Pre-teach models are effective for lower attainers and for children with social communication difficulties (GL Assessment)	1,2,
<i>ELSA Provision (0.4 x1 HLTA); targeting identified individuals and groups with</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (Middlesbrough EP Service, EEF)	4
<i>School Counselling Service</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (Middlesbrough EP Service, EEF)	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Part cost of visit/visitors experiences for PP children met</i>	There is extensive evidence associating childhood social and emotional skills developed through real-life experience and the development of cultural capital with improved outcomes at school and in later life (Scoffham, Catling)	3

Total budgeted cost: £102,560

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In Reading, Writing and Mathematics 50% (1 out of 2 children) of Pupil Premium children were working at age expected in our Y2 SAT results and 80% in our Y6 SAT results. 83% of Pupil Premium children passed the Y1 phonics screening check. 60% of Pupil Premium achieved a Good Level of Development (2) at the end of Reception, although all children made expected or better than expected progress from their starting points on entry to Nursery. Progress scores for Pupil Premium children: awaiting from data from MAT data provider (10/9/21)

75% of Pupil Premium children involved in the Year group class split (Autumn Term) made expected or better progress in Reading, Writing, and Maths over the year, and the majority were working at age expected levels in Reading, Writing, and Maths at the end of the academic year.

Similarly, the large majority of pupils across all year groups targeted for 1:1 and small group support by our additional teaching staff, and those who attended after school interventions, showed accelerated academic progress over the year. Unfortunately, due to Covid restrictions we were unable to run our "Homework" Club which specifically targets Pupil Premium children; however these children received additionally targeted online interventions in Lockdown/Remote Learning periods and within school

All EYFS Pupil Premium children who were targeted for additional Speech and Language provision, in liaison with our Speech and Language Therapists, made very good progress in their focussed speech programmes and made good progress overall; this is again reflected in the Y1 Phonics Test outcomes.

Teachers reported that all of these children to be more confident in the classroom and that their concentration and work rate improved.

Funding for staff training through Pupil premium has focussed on Trauma and self-esteem approaches which are applicable and effective for all of our Pupil Premium children; these are used in class and small-group contexts, and children demonstrate these techniques independently in class and on the playground; this training has had an impact, demonstrated anecdotally upon the well-being and learning behaviours of the children.

Work is always ongoing with these pupils and the impact of these additional measures will be assessed and developed as appropriate in the year 2021-22, particularly with reference to support for Pupil premium children across school, with the use of our HLTA who targets groups and individuals in different classes on a half-termly basis, based upon need.

Externally provided programmes

Programme	Provider
NONE	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional 1:1 focus and small group teaching and learning
What was the impact of that spending on service pupil premium eligible pupils?	100% children met all end of Year predictions, working at or above age expectations

Further information (optional)

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